



1997-98 KIRIS ASSESSMENT

Open-Response Item Scoring Worksheet

Grade 11—Social Studies Question 22

The **academic expectation** addressed by “Where to Live” (Question 22) is

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

The **core content** assessed by this item includes

- Human migration has major physical and cultural impacts and can be the result of pressures or events that push populations from one place or pull them to another (e.g., push factors such as the Irish potato famine or Vietnam War; pull factors such as climate or economic opportunity).
- The location and distribution of human features on Earth’s surface is based on reasoning and patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion).

Where to Live

It is often said that Americans are and have always been a “people on the move.” Mobility is an important feature of American life. Explain how geographic, social, and economic factors influence people’s decisions about where to live. Cite one example for each type of factor.



SCORING GUIDE

Grade 11 Social Studies

Score	Description
4	Student thoroughly explains how geographic, social, and economic factors influence where people choose to live. Student uses one example for each type of factor.
3	Student generally explains how two types of factors influence where people choose to live. Student uses examples for at least two types of factors.
2	Student gives a limited explanation of how one type of factor influences where people choose to live. Student uses at least one example.
1	Student minimally attempts to explain why people choose to live where they do, but may not address the geography, society, or economy of the area.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Possible reasons for movement:

- Geographic – favorable climate, natural resources (e.g., sunbelt migration)
- Social – proximity to cultural centers (e.g., New York, San Francisco), family, same ethnic groups (e.g., Little Italy), or migration to suburbs
- Economic – areas of high employment (e.g., Silicon Valley), low taxes (e.g., Nevada), or job relocations



ANNOTATED STUDENT RESPONSE

Grade 11 Social Studies

Sample 4-Point Response of Student Work

Student Response

From the first American settler to all of the modern Americans today we have been known for one characteristic in particular. That characteristic is that we like to move from place to place somewhat freely. In fact, some Americans could be considered “nomadic.” Being an American dream, people like to find the perfect place to live or raise their family. Whether the reason be geographic, social, or an economic factor. We pick our home for certain reasons. If someone picks their hometown because it had beautiful hills or mountains that would be considered a geographic factor that influenced them to live there. Let us say you loved trees and snow and mountains, then if you were able to and had the money you would probably move to a place such as Colorado. Another factor that can influence a home buyer is the attitude and mood of the people within the town their house is located in. If you wanted a quiet little town, with friendly neighbors, and very little crime then you would choose a little town like Hodgenville or Mayberry. However, some people choose their home by where the money is best and where there are many jobs. These people are the ones who are influenced by the economic factors. From the businessman to the farmer you can find these economic factors around. If you were someone who wanted a new job making great money then you would probably move to a place like Dallas or so. If you wanted to start a huge farm then you could start in Kansas, as well as many other places.

← Student clearly explains how geographic factors influence people’s decisions about where to live, and cites an appropriate example (i.e., moving to Colorado for the trees, snow, and mountains).

← Student clearly explains how “the attitude and mood of the people” in a town (i.e., social factors) influence people’s decisions about where to live, and cites an appropriate example (i.e., moving to Mayberry if you want “a quiet little town, with friendly neighbors”).

← Student clearly explains how economic factors influence people’s decisions about where to live, and cites an appropriate example (i.e., moving to Dallas if you want a new job that pays a lot of money).

Overall, student demonstrates a strong understanding of how geographic, social, and economic factors influence people’s decisions about where to live. Student thoroughly explains how the three factors affect people’s choices about where to live and provides an appropriate example for each type of factor.



ANNOTATED STUDENT RESPONSE

Grade 11 Social Studies

Sample 3-Point Response of Student Work

Student Response

Mobility is an important feature in American life. Often it is generalized that Americans are and always have been "people on the move." There are numerous factors that influence how people decide where to live. Dependent upon whether or not he/she desire a warmer or cooler climate, want to be on the east coast or west coast, prefer a high or low elevation? Warmer climates tend to be toward the western states such as California or to the south such as Texas or Florida. Such decisions could be labeled as the geographical factors in decided the whereabouts to move to. A social factor decides a person's indication as to the population size in which they desire to live. For the more densely populated areas seek larger cities such as in New York. However, if you are looking for a more rural area, then perhaps Montana has the life for you. The economic influence would most likely pertain to cost of what particular living style you prefer. It could also be in reference to the amount of businesses and industries within an area. It is not easy to designate a specific location with price, due to every state has its areas that are more costly than others.

← Student generally explains how geographic factors influence people's decisions about where to live, and cites an appropriate example (i.e., moving to California for the warmer climate).

← Student generally explains how social factors influence people's decisions about where to live, and cites an appropriate example (i.e., moving to New York to be in an area with a lot of people).

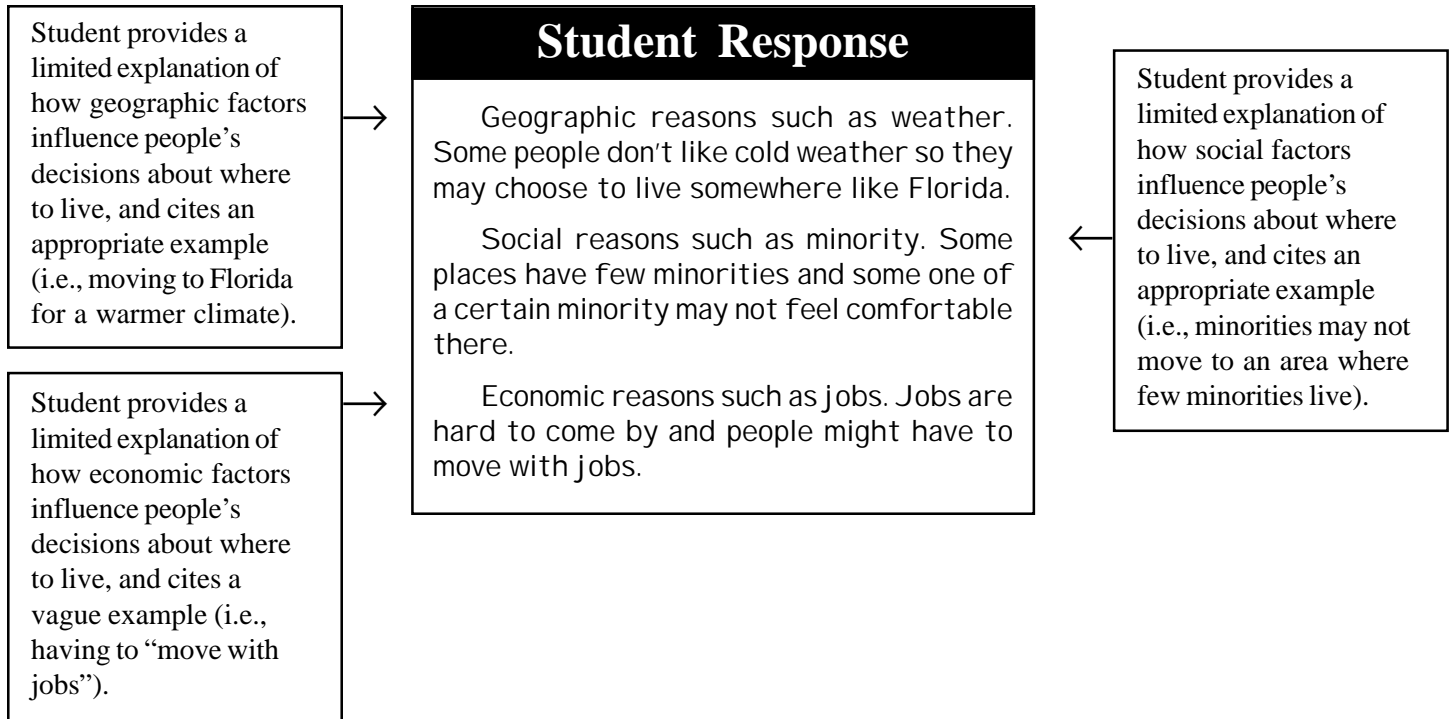
← Student generally explains how economic factors influence people's decisions about where to live, but does not cite an example.



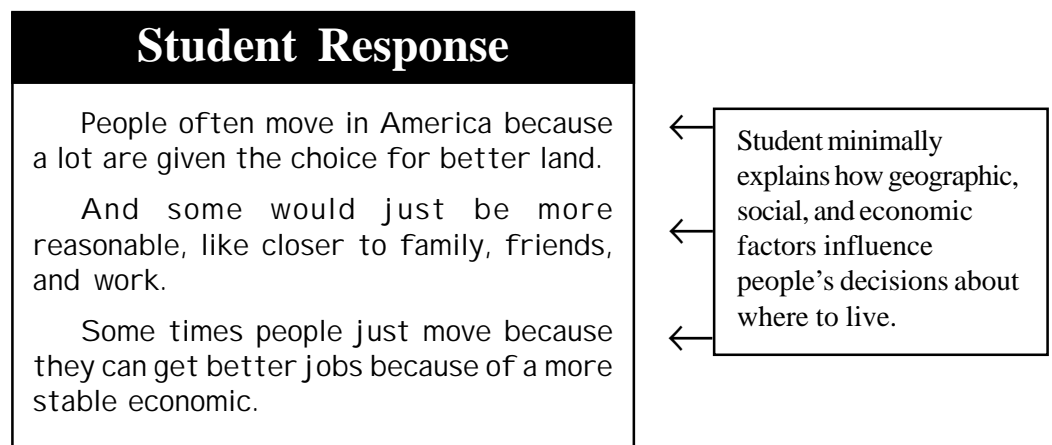
ANNOTATED STUDENT RESPONSE

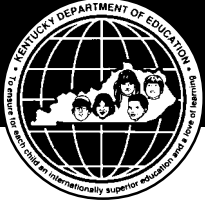
Grade 11 Social Studies

Sample 2-Point Response of Student Work



Sample 1-Point Response of Student Work





INSTRUCTIONAL STRATEGIES

Grade 11 Social Studies

The open-response item “Where to Live” was designed to assess students’ ability to (1) recognize and understand the relationship between people and geography and apply their knowledge in real-life situations, and (2) understand that the location and distribution of human features on Earth’s surface is based on reasoning and patterns (including push and pull factors). The instructional strategies below present ideas for helping students explore and master these concepts and skills.

Have students work individually, in pairs, and/or in small groups to complete any or all of the following activities:

- Locate an area in the U.S. (using the Internet and print sources) that might be a good place to live based upon geographic, economic, and social factors of their choice. Discuss, as an entire class, the different factors that were considered and the different locations that were chosen.
- Compare the geographic, economic, and social factors of one area in the U.S. with those of another area of the U.S. Make the same type of comparison with an area outside the U.S.
- Rank the top ten best/worst areas to live, using agreed upon guidelines (e.g., housing prices, crime, employment, schools, pollution, transportation, parks).
- Analyze an article that ranks and describes the top ten best/worst areas to live in the U.S. Discuss the appropriateness of the factors that the article uses to make the rankings.
- Participate in a debate about whether or not a particular area is a desirable place in which to live.
- Create a poster or advertisement that attempts to attract people to a real or fictitious location. Make references to geographic, social, and economic factors.
- Interview a family who recently moved to your area. Evaluate the importance of geographic, economic, and social factors in their decision to move.
- “Grade” your own city/town by analyzing its geographic, economic, and social benefits.
- Compare life in a big city with that in a small town, focusing on geographic, social, and economic factors. Make a similar comparison between two locations with different climates (e.g., Anchorage, Alaska and Miami, Florida).